EXECUTIVE SUMMARY

Inter-ministerial Protocols for the Provision of Support Services to Schools

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Executive Summary

Background:

Based on the Sullivan Royal Commission Report, the Government of British Columbia made a commitment through a Policy Directions statement (January 27, 1989) to ensure that protocol agreements would be developed between the Ministries of Education, Health, Social Services and Housing, and the Solicitor General. These were to be consistent with the mandate and responsibility of each Ministry and were to describe processes for providing services to children of school age.

The Government made a commitment to ensure that its representatives at the local and regional level work co-operatively to deliver support services to children.

These protocol agreements represent a major step in the fulfillment of the commitment made in the Policy Directions statement.

Principles to Guide Protocol Development:

The Ministries reached agreement on ten key principles to guide the development and support the implementation of the protocols. A major focus is the need to organize support services to students in ways which supports and facilitates the primary task of schools, which is the enhancement of student learning.

Scope of the Protocols:

Fourteen areas of support services were identified as key for the development of agreements between Ministries. These are:

Audiological Services:

This protocol deals with the identification and screening of children with hearing losses, the assessment of their hearing, the evaluation, selection, fitting, and monitoring of hearing aids and auditory training equipment.

Generalized School Health Services:

The provision of school health services, including vision, hearing, and dental screening for school age children is outlined.

School Environment and Health Inspection of Schools:

The agreement covers basic inspection of each new school building and of major renovations. It calls for procedures which reflect health and safety issues including architectural barriers, management of body fluids, sanitary provisions, and the handling of food and medication.

Educational Programs in Containment/Attendance Centres:

Responsibilities of the Ministry of the Solicitor General and the Ministry of Education are clarified as they relate to the operation of educational programs in centres where youth are housed in containment or attendance centres. The supervision and evaluation of staff and instructional programs is addressed. Procedures are outlined for the establishment of new or expanded programs.

Educational Programs for Treatment Centres and Hospitals:

The obligations of each Ministry and procedures are spelled out for the operation of existing programs and their expansion, and for the establishment of new programs. Supervision, instruction, and evaluation responsibilities are addressed.

Pre-school Programs for Children with Special Needs:

Responsibilities for these programs are clarified. Co-operative efforts between preschool programs for special needs students and school boards are addressed.

In-school Support for Special Needs Students:

Responsibilities are outlined for providing personal care for students who require it, for specialized health services required on a frequent basis during the school day, for training of school staff for some procedures, and for provision of qualified health professionals to carry out more complex procedures.

Services to children and young people of school age with severe mental, behavioural and emotional disorders:

The provision of psychiatric services, counselling and family therapy is addressed. Consultative services available to assist school staff in the management of children with mental health problems and response time in emergency situations are outlined.

Psychological Services:

The protocol confirms the role of the educational system to provide identification, assessment, and planning services for purposes of instructional design and classroom management. It outlines treatment and other psychological services to be provided by the other Ministries to children and their families.

Physiotherapy and Occupational Therapy:

Both direct and indirect service arrangements are covered by the protocol. The Ministry of Health is responsible for setting standards for contracted services.

Speech and Language Therapy:

The Ministry of Education will continue to provide funding for speech and language services through the educational funding system. The Ministry of Health will maintain responsibility for pre-school services. Both Ministries will review an external report to identify areas for joint action.

Family and Child Services to Support Children in Schools:

Services covered by the protocol include investigation of reports where students may be in need of protection, consultation with school personnel, counselling and referral services, and advance planning for schooling for special needs students taken into care.

Provision of Specialized Equipment:

The Ministries agree to review the current mechanisms for providing technological equipment for at-home use for school age students and to make recommendations by April of 1990.

Policing in School and on School Property:

An agreement has been put in place for the establishment of an inter-ministerial Task Force with a view to developing a co-ordinated strategy from which to develop a formal protocol.

A fifteenth protocol, which is an agreement to track the impact of the protocols, is designed to ensure that a follow-up mechanism is provided. All Ministries involved commit to participate in carrying out follow-up.

Each Protocol agreement includes:

- The Ministries involved in the agreement.
- A background statement to clarify current status.
- The target population for services.
- The services to be provided.
- The obligations of each Ministry.

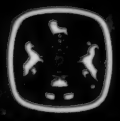
INTER-MINISTERIAL PROTOCOLS

for the

PROVISION

of

SUPPORT SERVICES TO SCHOOLS



Province of British Columbia

INTER-MINISTERIAL PROTOCOLS

for the

PROVISION

of

SUPPORT SERVICES TO SCHOOLS

Province of British Columbia

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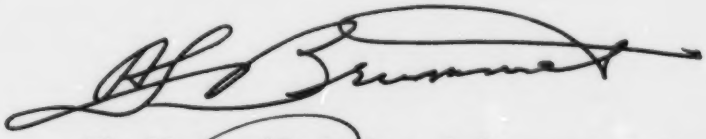
MANDATE

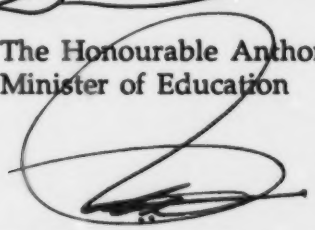
The Government of British Columbia is committed to providing provincial policies which ensure that support services to schools are delivered in a co-ordinated way. With this goal, the Goverment made public on January 27, 1989, a commitment to develop protocols between the Ministries of Education, Social Services and Housing, Health, and the Solicitor General consistent with the mandates of each Ministry.

It is the intention of the Government that co-operative efforts between the Ministries will be further enhanced by the implementation of the attached protocol agreements.

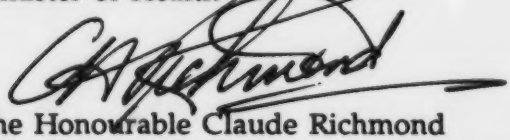
The attached protocols are hereby approved and agreed to this tenth day of October, 1989.



The Honourable Anthony J. Brummet
Minister of Education



The Honourable Peter A. Dueck
Minister of Health



The Honourable Claude Richmond
Minister of Social Services and Housing

The Honourable Angus C. Ree
Solicitor General

INTER-MINISTERIAL PROTOCOLS FOR THE PROVISION OF SUPPORT SERVICES TO SCHOOLS

BACKGROUND

The Sullivan Royal Commission (1988) made several recommendations regarding support services to schools. The Government of British Columbia, on receipt of the report, developed policy directions and a statement of mandate for the school system:

> "Other Government Ministries and Agencies have a duty to set policies in accordance with specified powers. They have a corresponding responsibility to ensure that provincial policies and resources support the family and local community in providing a healthy and supportive environment necessary for children's learning. "

GOVERNMENT COMMITMENT

The Policy Directions of the Government of British Columbia, made public on January 27, 1989, made the following commitment:

- "The Ministries of Education, Social Services and Housing, Health, and the Solicitor General will develop protocols, consistent with the mandate and responsibility of each Ministry, which describe processes for the provision of services to children.

- These Ministries will ensure that their representatives at the local and regional level work cooperatively in the delivery of support services to children."

The policy directions have been further clarified by the statement of mandate for the school system contained in the *School Act* which received passage in the Legislature in July, 1989.

PURPOSE

The purposes of this protocol paper and attached sub-protocols are:

1. to establish a framework which describes the delivery of support services to students and schools,

2. to improve coordination and decrease fragmentation of services to students through a joint planning process,

3. to establish an agreed-upon, comprehensive range of services and mechanisms for their ranking in the light of available resources,

4. to increase the accessibility of appropriate services locally, and increase the responsibility of local communities for the provision of such services,

5. to obtain agreement on the areas of responsibility of each Ministry in the provision of each support service,

6. to proceed cooperatively to identify the services to be provided and jointly put forward issues for consideration by appropriate committees within Government for accessing the required resources, and

7. to implement governmental directives set out on January 27, 1989, in the *Policy Directions* statement.

BASIC PRINCIPLES

1. Support services to students will be organized in a way which supports and facilitates the primary task of schools, which is the enhancement of student learning. Services will be organized in ways which will be minimally disruptive to the prime goal of student learning.

2. Acceptable levels of service and required resources will be established for each support area.

3. Government is committed to a corporate approach for the implementation of the Royal Commission initiatives. Each Ministry will identify, for each relevant service area, the resources currently existing within its budget for the provision of support to children and young people of school age in school settings. The Ministries will share those budget submissions for new and continuing resources with one another. Budget proposals shall be reviewed jointly by the Deputies prior to submission. Budgets should be designed to maximize cost sharing from federal, provincial and local levels to support programs.

4. If school boards are unable to obtain services under contract from the other Ministries, they should then be free to contract elsewhere, using resources in their budget. Where school boards contract elsewhere for services, they shall use the appropriate Ministry's established program and professional standards, criteria and guidelines, and shall be consistent in determining the level at which these services are reimbursed.

5. Where existing funds are contained in the budgets of Ministries other than Education, those intended to support children in school settings should be designated, and their capacity to serve the children should be specified.

6. (a) Protocols should ensure that the support services needed by school boards to discharge their mandate to children are met in a manner which is satisfactory to the school boards and to the various Ministries involved.

   (b) Each service will be delivered within the overall mandate of the responsible Ministry and at an agreed level which is within the capacity of Ministries or their agents to deliver at the local level.

   (c) Each Ministry is responsible for establishing and monitoring standards and guidelines for the delivery of services within its mandate.

(d) A mechanism will be put in place for an annual joint review of the need for services and the Ministries' capacity to provide them.

7. Services should be organized to make the most effective use of available resources in meeting the needs of clients and ensuring maximum parent and family involvement in the decision-making process.

8. Delivery of services is contingent on available resources and qualified personnel being available.

9. The staff of Ministries involved in each sub-protocol will jointly develop procedures and time lines for review and evaluation of the effectiveness of the protocol agreement. Any evaluation or review will be conducted jointly.

10. Protocols for each support area should include:

I. A background of status and work done to date.

II. Target population for the services.

III. Services to be provided:

- types of services
- levels of service
- procedures for assessment of needs and priorities
- access procedures
- considerations for service delivery
- information sharing

IV. Obligations of each Ministry

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PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Health

REGARDING THE FOLLOWING SERVICES:

Audiological Services

I. Background

Currently, school-age children are provided with the following audiological services through local Health Units:

1. Identification:

   - Individual limited-frequency screening is administered to children in the initial school entry year by trained screening personnel under the supervision of a Health Unit audiologist or designate. Children who fail the screening are referred to an audiology clinic.

   - School-age children who demonstrate behavioural characteristics which may be indicative of hearing loss may also be referred through the school nurse.

   - Difficulties are encountered because of inconsistent availability of audiological services across the Province.

2. Assessment:

   - All children identified by school hearing programs receive a hearing assessment and results are communicated to the family physician and other related professionals. A problem for many schools is that information requested by teachers of the hearing impaired for purposes of educational planning is not communicated to them directly, and access to information is either circuitous or unavailable.

3. Rehabilitation:

   - School-age children who are evaluated at audiology clinics and demonstrate a need for hearing aids are eligible to receive hearing aid evaluation, selection, and fitting services through the clinic. If a child requires specific or additional auditory training equipment for school use, the equipment is provided jointly through the cooperative efforts of the Ministries of Education and Health. As of 1989, the average cost per unit is $3000 to the Ministry of Education including Ministry of Health service charges. Generally, this works well, except for the time lag in processing the approvals, producing the equipment, and providing it. There is concern on the part of the Ministry of Education regarding the service charges.

II. Target population

This agreement will apply to the provision of specific audiological services beyond the screening level to school-age children in British Columbia.

III. Services to be provided

1. Identification and Screening:

   - Individual limited-frequency screening will be administered in schools to all children in the initial school entry year by trained screening personnel under the supervision of a Health Unit audiologist or designate. School districts may elect to employ Registered (master's level) Audiologists to administer the screening.

   - Individual limited-frequency screening of other pupils will take place within a target of 30 days from referral by the school.

2. Evaluation:

   - All children identified in school hearing screening programs are eligible to receive a complete hearing assessment. The results and subsequent recommendations shall be communicated to the school as well as the family physician and other related professionals following parental consent. The target is for evaluation to occur within one month of the appointment being made. Evaluation is contingent on parental consent.

3. Rehabilitation:

   - School-age children who are evaluated by a Registered Audiologist and demonstrate the need for a hearing aid and/or auditory training equipment shall be eligible to receive hearing aid evaluation, selection, fitting, and monitoring services through the clinic.

   - Auditory training equipment for school use shall continue to be provided through a joint agreement between the Ministries of Education and Health, with a target waiting period of three months from the time of evaluation and sooner if at all possible.

IV. Obligations of each Ministry

Ministry of Education

- The Ministry of Education will continue to fund auditory training equipment for school use according to the procedures established in the Ministry of Education *Special Education Manual of Policies, Procedures and Guidelines.*

- The Ministry will ensure that school boards are required to provide appropriate scheduling and facilities for hearing screening in schools.

- School boards will be responsible for the referral, through the school nurse, of specific students who may require hearing assessment.

Ministry of Health

- The Ministry of Health will provide to schools the audiometric services outlined under "Services to be provided", above, and in the Ministry of Health *Speech and Hearing Program Manual of Policies, Procedures and Guidelines.*

- The Ministry of Health will provide to the Ministry of Education an accounting for administrative charges made for the provision of services.

Ministries of Education and Health

- Both Ministries will review, by sub-committee, the fiscal arrangements regarding the provision of auditory training equipment, and report to the Deputy Ministers' Committee on Social Services, making recommendations as to existing arrangements and reconciling any differences which may arise.

Approved and agreed to this tenth day of October , 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Health

REGARDING THE FOLLOWING SERVICES:

Generalized School Health Services

I. Background

To facilitate the identification, counselling, and referral of children with health problems, schools require the services of a public health nurse or other qualified health personnel.

Since the primary senses through which students in schools obtain information are vision and hearing, it is imperative that teachers be aware of any deficits. The Ministry of Health is responsible for ensuring that vision and hearing testing and dental screening are carried out by competent personnel. Children identified with deficits through a screening process require follow-up by the appropriate health personnel for corrective action or the fitting of prostheses.

The Ministry of Education views it as essential that health reports on the type and degree of deficit that may interfere with the child's learning or behaviour be provided and interpreted in relation to educational implications. The Ministry of Health, with the consent of the parent or guardian, has the responsibility to provide such reports to school personnel.

II. Target population

All children of school age in all public schools.

III. Services to be provided

The public health nurse or qualified health personnel assigned to a school will:

- arrange with the principal of each school a regular time for visits to the school to carry out Health Services activities
- participate periodically in school staff meetings to discuss services provided in the school health program
- develop and maintain communication concerning the referral of pupils to the nurse or other qualified health personnel and the reporting of pertinent results to the appropriate school personnel
- maintain contact with each teacher in elementary grades and with counsellors in the secondary schools regarding the referral of students with health problems

- make available pertinent health information for inclusion in student records, with the consent of parents or guardians where required

- identify from community health records children who have continuing health problems, where relevant to the school, and bring these to the attention of teachers as appropriate

- review school records annually, particularly at the beginning of the school year, to assure that teachers are aware of any children who have unusual health-related needs

- discuss with school personnel children who have a Medical Alert Card and update the information on the card

- notify school personnel of preschool children who will be entering the first year of the Primary Program and who have special health problems which may affect their ability to learn in school

- consult with parents on the referral of students with health problems to physicians, optometrists, ophthalmologists, audiologists, dentists, community rehabilitation services, and other health resources in the community

- investigate and control communicable disease outbreaks and immunize against specific vaccine-preventable diseases when required, in accordance with provincial standards

- ensure that personnel trained in screening procedures carry out screening of students for potential vision, hearing and dental difficulties

- report, with the consent of parents or guardians where required, to appropriate school personnel the results of any screening and follow-up

- carry out other school health duties as assigned by the School Medical Health Officer.

IV. Obligations of each Ministry

Ministry of Education

- The board shall ensure that the Superintendent of each school district shall inform the School Medical Health Officer by June 30 of the prior school year of the projected enrolments in all schools in the district.

- In each school, the school board will provide and maintain an appropriate medical room, and make available facilities required for school health nurses or other qualified health personnel to carry out their duties.

- The principal of each school shall provide to the public health nurse assigned to the school a list of all new students since the nurse's last visit.

- Each teacher in the school shall be informed of the health personnel school schedule and shall be available to consult with health personnel as necessary.

- The school board shall ensure that, as agreed by the Superintendent and the School Medical Health Officer, the latter or designate has access to the health section of the student's Permanent School Record in the event of a communicable disease outbreak, for the purposes of recording or determining the immunization status or to record or determine medical alert conditions or other significant health problems.

Ministry of Health

- The Ministry of Health will provide generalized School Health services at the following levels:

  (i) A target ratio of the equivalent of one qualified health professional fully designated to school-age children for every 1,500 students

  (ii) Sufficient visits to each school in every district by a qualified health professional, to carry out health activities as determined by mutual agreement between the School Medical Health Officer and the Superintendent of Schools

  (iii) Screening of vision and hearing by trained screening personnel for all children registered in a public school at entry level and thereafter in each year of school for those pupils referred by the teacher because of suspected vision or hearing difficulties

  The nurse, with the consent of parents or guardians, will be required to bring any known deficits that may interfere with the child's learning or behaviour to the attention of the child's teacher within two weeks of receipt of the report

  (iv) Dental screening of all children registered in a public school at entry level

  (v) The Ministry of Health will be responsible for the investigation and control of communicable disease outbreaks and the provision of protection against specific diseases through the immunization program which is in accord with national and provincial standards.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Health and Education

REGARDING THE FOLLOWING SERVICES:

School Environment and Health Inspection of Schools

I. Background

It is the responsibility of the Ministry of Health to ensure that all public buildings, including school buildings, are inspected on a regular basis. This protocol is intended to spell out the minimum levels of inspection which school boards can expect.

II. Target

All school buildings and renovations.

III. Services to be provided

- Basic inspection of each new school building and major renovations thereafter.
- In addition, procedures for inspection should reflect the health and safety issues related to the presence of children with special needs. These shall include architectural barriers, management of body fluids, sanitary provisions, and handling of food and medication.
- This protocol is not intended to include those elements of building inspection which are the legal responsibility of municipal building inspectors or fire marshals.

IV. Obligations of each Ministry

Ministry of Education

- Each school board shall provide to the local Medical Health Officer a list of existing school buildings in the district and their locations.
- Each school board shall provide to the local Medical Health Officer a list of new schools under construction and renovations to school buildings which are in process.
- Any deficiencies shall be remedied within a reasonable time frame based on the advice of the Medical Health Officer.

Ministry of Health

- The Ministry of Health will conduct complete inspections of buildings and grounds as scheduled, necessary, or upon complaint.
- The Ministry of Health will ensure that the following inspection of school buildings occurs:
  - (i) Review of building plans for new schools and for major renovations proposed for existing schools
  - (ii) Basic inspection of each new school building and major renovation, upon completion
  - (iii) Routine inspection of each school building at least every three years
  - (iv) Other inspections on a selective basis according to need, as determined by the Medical Health Officer.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and the Solicitor General

REGARDING THE FOLLOWING SERVICES:

Educational Programs in Containment and Attendance Centres

I. Background

Throughout the province, various Ministries other than Education establish programs to serve the non-educational needs of school-age students. Some of these take place in residential settings, including Youth Containment Centres and Attendance Centres. The Ministry of Education is required by its mandate to provide educational programs for students in these settings.

II. Target population

Children and young persons of school age in Containment and Attendance Centres. (Approximately 496 students in the 1988-89 school year).

III. Services to be provided

- assessment services
- accommodation for instruction
- therapy, counselling and rehabilitation services
- instruction in accordance with the standards of the public school system, with adaptations to meet the requirements of the residential environment or special learning needs of the student.

IV. Obligations of each Ministry

A. Establishment of a new program or expansion of an existing program

Ministry of the Solicitor General

- The protocol agreement signed by the Ministries of Education and the Solicitor General dated February 27, 1987, and jointly authorized by the Deputy Minister of Education and the Commissioner of Corrections shall continue to be in effect.

- Prior to establishing or expanding any educational program in a residential setting, the Ministry of the Solicitor General shall inform the Ministry of Education of any plans for development or significant changes to the facilities or operations of the centre. This information should be provided as soon as the planning for the facility is under way and should include the projected capacity, timing, and nature of the population to be served.

- The Superintendent (or delegate) of the school board which will be ultimately responsible for the supervision and delivery of the instructional program will be informed by the Ministry of the Solicitor General of its intention to establish the program within its boundaries.

- The Superintendent shall be afforded the opportunity to review the proposal and to comment, orally or in writing, to the Solicitor General's Ministry. Sufficient lead time shall be provided to enable budgeting and staff recruitment procedures to meet the requirements of educational mandates.

Ministry of Education

- The Ministry of Education, through the appropriate school board, shall establish and operate a school program in every containment facility for children or young persons of school age.

B. Operation of ongoing programs

Ministry of the Solicitor General

- The Ministry of the Solicitor General will be responsible for costs of suitable school facilities, furniture, and equipment and their maintenance;

- The Ministry of the Solicitor General will be responsible for providing any materials that would normally be provided by a parent for courses not required for school graduation;

- The Ministry of the Solicitor General will be responsible for the health and safety of students on site, and will provide access for teachers on site to necessary services to ensure the health and safety of pupils;

- The Ministry of the Solicitor General will be responsible for the provision of necessary levels of security, including any extraordinary disciplinary measures required;

- The Ministry of the Solicitor General will be responsible for any other items covered by the protocol agreement signed February 27, 1987.

Ministry of Education

- The Ministry of Education will be responsible through local school boards only for the educational component of programs. Costs of instructional personnel, instructional materials, professional development of teaching staff, and staff and student travel necessary to carry out the instructional program will be the responsibility of the Ministry of Education.

- The Ministry of Education, through school boards, will assure that a high standard of educational assessment is carried out upon entry to a containment or attendance facility and that counselling and educational planning based on that assessment take place for the duration of the placement and on exit.

- The school board shall register promptly all students legally required, otherwise compelled, or interested in attending school.

- The school board responsible for administration will arrange for supervision and evaluation of instructional staff as required by the *School Act*.

- The instructional program shall operate in accordance with the instructional hours and days as established by the school board, unless otherwise specified and agreed to by the parties involved. Provisions shall be made for an educational program to operate for a full calendar year, where the residential program format requires it.

- Levels of instructional services will be determined by levels of services for similar students in other settings and consistent with existing protocols.

- A comprehensive, individualized educational assessment will be carried out and an Individualized Educational Plan developed within 30 days of entry to the facility.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

Dennis T. R. Murray
Deputy Solicitor General

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Health

REGARDING THE FOLLOWING SERVICES:

Educational Programs in Treatment Settings and Hospitals

I. Background

Throughout the Province, various Ministries other than Education establish programs to serve the non-educational needs of school age students. Some of these take place in treatment facilities and hospitals. Sometimes children are placed in therapeutic settings with the expectation that an educational program will be provided in the community. The Ministry of Education is required by its mandate to provide educational programs for students in these settings.

II. Target population

Children of school age in treatment centres and hospitals.

III. Services to be provided

- assessment services
- accommodation for instruction
- instruction in accordance with the standards of the public school system, with adaptations to meet the requirements of the treatment environment or special learning needs of the students.

IV. Obligations of each Ministry

A. Establishment of a new program or expansion of an existing program

Ministry of Health

- Prior to establishing or expanding any educational program in a treatment setting, the Ministry of Health shall inform the Ministry of Education of any plans for development or for significant changes to the facilities or operations of the centre. This information should be provided as soon as the planning for the facility is under way, and should include the planned capacity, timing, and nature of the population to be served.

- The Superintendent (or delegate) of the school board which will be ultimately responsible for the supervision and delivery of the instructional program will be informed by the Ministry responsible for establishing or funding the program within its boundaries of its intention to do so.

- The Superintendent shall be afforded the opportunity to review the proposal and to comment, orally or in writing, to the lead Ministry. Sufficient lead time shall be provided to enable budgeting and staff recruitment procedures to meet the requirements of education mandates.

Ministry of Education

- The Ministry of Education, through the appropriate school board, shall establish and operate a school program in every residential facility for children or young persons of school age.

B. Operation of ongoing programs

Ministry of Health

- In the case of an on-site educational program, costs of suitable school facilities, furniture, and equipment and their maintenance will be the responsibility of the lead Ministry which operates the facility or the contractor operating the facility on behalf of the Ministry.

- The Ministry will be responsible for providing any materials that would normally be provided by a parent for courses not required for school graduation.

- The Ministry will be responsible for the health and safety of students on site and will provide access for teachers on site to necessary services to ensure the health and safety of pupils.

Ministry of Education

- The Ministry of Education will be responsible, through local school boards, only for the educational component of residential programs. Costs of instructional personnel, instructional materials, professional development of teaching staff, and staff and student travel necessary to carry out the instructional program will be the responsibility of the Ministry of Education.

- The Ministry of Education, through school boards, will ensure that educational assessment is carried out upon entry to a treatment facility and that educational planning based on that assessment takes place for the duration of the placement. A report shall be provided to parents or guardians on the progress of each student during the course of placement.

- The school board shall register promptly all students legally required, otherwise compelled, or interested in attending school.

- The school board responsible for administration will arrange for supervision and evaluation of instructional staff as required by the *School Act*.

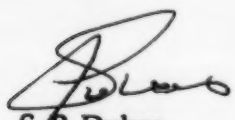
- The instructional program shall operate during normal school hours as specified in the *School Act* and in accordance with the instructional days as established by the school board unless otherwise specified and agreed to by the parties involved. Provision shall be made for an educational program to operate for a full calendar year where the treatment program format requires it.

- Levels of instructional services will be determined by levels of services for similar students in other settings using the Fiscal Framework levels as the basis for calculations.

- A comprehensive, individualized educational assessment will be carried out and an Individualized Educational Plan developed within 30 days of entry to the facility where the length of stay is expected to be more than 60 days.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education



S.P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education, Health, and Social Services and Housing

REGARDING THE FOLLOWING SERVICES:

Pre-school Programs for Children with Special Needs

I. Background

The Ministry of Education has no mandate for the provision of any services, direct or indirect, to children of pre-school age. However, some school boards have need to purchase special needs spaces in pre-school programs to provide programs and/or services for some special needs children eligible for full day attendance in the first year of the Primary Program.

Parents or agencies may have a need for specialized services in teaching children who are deaf, deaf/blind, or visually impaired. The services may be available only from specialized resource personnel employed by school boards.

The Ministries of Health and Social Services and Housing share responsibility for special needs pre-school programs. Therefore, an agreement is required to ensure that the needs of school entry age special needs children are met and that available expertise for these children is used effectively.

II. Target population

Special needs children between the ages of 4 years and 8 months and 5 years and 6 months:

- whose parents have discretion over school entry age as defined by the *School Act*, and
- who may be appropriately served by a mix of pre-school and school programs.

III. Services to be provided

Special needs educational programs or related services in pre-school community programs.

IV. Obligations of each Ministry

The Ministries of Education, Social Services and Housing and Health will conduct an annual review in the budget cycle of need for pre-school spaces and for specialized resources for special needs children in the school entry age range and jointly act for the provision, monitoring and evaluation of these services.

Ministry of Health

- The Ministry of Health will continue to provide grants to Early Childhood Intervention Programs and to provide physiotherapy, occupational therapy, speech therapy, and related health services for students of pre-school age who require them. The provision of these services will be dependent on the ability to fund and recruit additional specialized therapists for all areas of British Columbia.

Ministry of Social Services and Housing

- The Ministry of Social Services and Housing may fund agencies or provide assistance to parents of special needs pre-school children as defined by the *G.A.I.N. Act* Regulations to enable the participation of the children in Special Needs Pre-schools or Pre-school/Day Care programs, or to receive similar benefits in a home setting.

Ministry of Education

- When school boards employ highly specialized resource personnel with skills in teaching the deaf, deaf/blind, or visually impaired, local agencies, pre-schools, special needs pre-schools or parents may contract with the school district for the provision of these services to children of pre-school age to prepare them for entry into school.

- School boards may contract with pre-school agencies for the provision of some services or programs for children enrolled in school.

- The Ministry of Education will require school districts to provide to the Ministry of Social Services and Housing and Ministry of Health, at least 6 months prior to entry dates for school, information regarding the need for contracted services. The Ministries of Health, Education, and Social Services and Housing shall review projections for contracted pre-school services on an annual basis.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

R. K. Butler
Deputy Minister of Social Services and Housing

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Health

REGARDING THE FOLLOWING SERVICES:

In-school Support for Special Needs Students

I. Background

- Personal Care Attendants (Level I):

  Funds for personal care attendants are currently provided by the Ministry of Education under the C.H.A.N.C.E. program. This program was transferred to Education from the Ministry of Social Services and Housing two years ago for the purpose of assisting students with feeding, dressing, toileting, and mobility while in school. This arrangement should continue as at present, with periodic adjustments in funding as required. It needs to be rationalized with the Fiscal Framework. An examination of that process is currently under way.

- Specialized Health Services required on a frequent basis during the school day (Levels II and III):

  While the majority of personal care needs of children with severe and multiple disabilities are met by teaching assistants, there are a limited number of health procedures which may be carried out only by qualified teaching assistants who have received additional post-basic child-specific training. These routines include, but are not limited to, gastrostomy feeding and related care, administration of pre-established and prescribed routine oxygen, administration of pre-measured and prescribed medication, seizure management, and ostomy care. The lack of health support for training and supervision of these procedures is a concern to schools.

  In addition, some procedures which include, but are not limited to, tracheostomy care, ventilator care, suctioning and catheterization may be carried out only by nurses holding an active licence to practise in British Columbia, working under written instructions from the child's physician. School boards believe that arranging for and providing these services should be the sole responsibility of the Ministry of Health. The Ministry of Education concurs.

  About one year ago, an Inter-ministerial Committee was established to review the provision of medically-related services to students. A set of recommendations and a draft Cabinet submission were prepared. In the interim, new data collection procedures initiated by the Ministry of Education in September, 1988, for the identification of dependent handicapped children in the system have suggested that the original projections prepared by the Committee may be an underestimate of the actual numbers of children requiring services.

II. Target population

Students who require personal care and professional health support while in school.

III. Services to be provided

- Personal care for feeding, dressing, toileting, and mobility (Level I)
- Implementation and supervision of health procedures necessary while a child is in school (Level II)
- Consultation with and supervision of paraprofessionals who carry out health procedures (Level II)
- Provision of nursing or rehabilitative services for those more specialized procedures which require it (Level III).

IV. Obligations of each Ministry

Ministry of Education

- The Ministry of Education will continue to fund school boards for the provision of personal care to those students for whom such services are essential to their attendance in school.
- Funding for paraprofessionals will continue to be provided through the Fiscal Framework at an enhanced level to enable staff to carry out specialized routines. These routines include, but are not limited to, gastrostomy feeding and related care, administration of pre-established and prescribed routine oxygen, administration of pre-measured and prescribed medication, seizure management, and ostomy care.
- Educational assistants hired for children with special health needs will be required to have basic skills and competencies equivalent to those provided in home support or community support worker programs offered by community colleges.
- Teachers and assistants will also be required to have child-specific training from a health professional in order to carry out the specialized procedures.
- Resources will be made available to school boards on a shared funding basis through the Fiscal Framework to pay for assessment, development of care plans, training and supervision.
- The Ministry of Education will require school boards to be responsible for obtaining appropriate training of staff, monitoring and quality control from the local Health Unit or other appropriate sources.
- The Ministry of Education requires school boards to provide adequate space to allow for the safe care of special needs students enrolled in elementary and secondary schools, with planning time allowed to the extent possible.

Ministry of Health

- The Ministry of Health will make available health staff to provide training and supervision of paraprofessionals to carry out the routines for Level II and Level III which they would be permitted to do under this agreement.
- The Ministry of Health will make available health personnel to assess and determine the level of care, the health professional required, and the supervision required for each special needs child.

- The Ministry of Health will make available health personnel to be responsible for developing or approving each special needs child's health care plan for Level II or III children for the period of their school day. This plan should be developed jointly with parents or guardians and school personnel and become a part of the child's Individualized Educational Plan.

  (Based on a formula for school district size and reported numbers of students in selected categories of Function 3, this would involve training and supervision of approximately 500 attendants, together serving about 650 students, at a cost of approximately $350,000.)

- In addition, some children's needs are more complex, requiring professional health personnel to perform procedures which include, but are not limited to, tracheostomy care, ventilator care, suctioning and catheterization. These procedures will be carried out by nurses holding an active license to practice in British Columbia or rehabilitative personnel working under written instructions from the child's physician. Arranging for and providing these Level II and III services will be the sole responsibility of the Ministry of Health.

- The Ministry of Health will be responsible for ensuring that legally qualified health professionals are employed or contracted for care, consultation and supervision.

- The Ministry of Health will work toward ensuring sufficient availability of qualified health professionals to work in schools to serve the needs of an estimated 200 Level III children currently in the school system. Time needed would depend on the number and location of children throughout each district, with a variety of arrangements being required to meet local needs.

- The Ministry of Health, through its School Medical Officer or designate, will provide advice to the Ministry of Education as to the extent and need for personal care assistance for students identified by school boards as requiring such services.

Ministries of Education and Health

- If shared funding can be jointly arranged, the Ministries will undertake, in the 1989-90 fiscal year, the joint assessment of special needs students in the school system who require in-school support as defined above, to improve their capability to project needs. Included will be the identification of the numbers of students who are currently receiving health-related services while in school through settlements with I.C.B.C.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Health, Education, and Social Services and Housing

REGARDING THE FOLLOWING SERVICES:

Services to Children and Young Persons of School Age with Severe Mental, Behavioural, and Emotional Disorders.

I. Background

- Mental Health Support

  When school-aged students are identified as having severe mental and emotional disorders, a coordinated approach to service delivery is necessary.

  Youngsters with severe mental or emotional disorders may be maintained in a regular classroom, a special class, or receive home instruction. In most cases it is preferable for youngsters to remain in their home communities so that the families remain directly involved in their care and management. In a minority of instances, residential treatment or short-term hospitalization may be necessary. Such placements should not disrupt the educational program unduly.

  Regardless of the location of treatment, it is essential that contact be maintained between the mental health services and the school to ensure an effective program.

  When students are removed from their communities to residential treatment facilities, it is important to ensure that school contacts are maintained for the transfer of relevant information on a "need to know" basis and for the development of a plan for transition of students back into the school system at an appropriate point in the treatment.

  Schools also require a prompt response when students with mental disorders are placing either themselves or other students at risk, or seriously disrupting the learning of other students.

  The role of school counsellors does not involve treatment. Their role is confined to identification of students who require referral for mental health intervention, personal counselling to students on school-related matters, referral and the provision of school-related services as appropriate.

- Child Care Worker Support

  The Ministry of Social Services and Housing is currently responsible for providing funds for Child Care Workers to work in programs for students with moderate behavioural difficulties under the Rehabilitation Resources program. This support has largely been confined to students of secondary school age.

Protocols have recently been signed regarding procedures for the establishment, management, and evaluation of programs. However, resources need to be provided to support the establishment of new programs and their extension to a younger age range.

II. Target population

Children of school age who have severe mental or emotional difficulties requiring mental health services such as counselling, therapy, or medication, and their parents or guardians. Children with severe behavioural difficulties requiring child support services.

III. Services to be provided

- Psychiatric services, counselling, and family therapy - Ministry of Health.
- Schools require consultation regarding appropriate school adaptations for children with severe mental disorders. Services to be provided upon referral by the school and with the agreement of the parents include assessment and consultation regarding case management and treatment as appropriate for the child and/or family.
- With the consent of parents or guardians, school board personnel should receive copies of assessment reports and recommendations.

IV. Obligations of each Ministry

Ministry of Health

- The Ministry of Health's Child and Youth Mental Health Services has the obligation to provide treatment to children and their families who have agreed to avail themselves of the services available.
- Mental Health Services will accept referrals directly from school personnel, with the consent of the parents, for children who appear to require Mental Health services.
- Where a referral has been initiated by school board personnel and the parents agree, Child and Youth Mental Health Services will provide consultation to schools regarding adaptations required in school and ensure that relevant information is provided on a "need to know" basis.
- When assistance is requested by a school board on an urgent basis, as determined by local agreement, the Ministry of Health will ensure that response time for Mental Health services will be immediate. The assessment response will take into account special arrangements regarding placement, adaptations to school program, and the need for any other special arrangements.
- When a student is receiving treatment in a treatment facility or hospital, the Ministry of Health will ensure that school contacts are maintained for the transfer of relevant information on a "need to know" basis and for the development of a plan for transition of students back into the school system at an appropriate point in the treatment.

Ministry of Education

- The Ministry of Education will include in legislation provision for maintaining the confidentiality of records.

- The Ministry of Education will ensure that Mental Health professionals working in schools have access to key information contained in pupil files on a "need to know" basis within the framework of existing constitutional rights considerations.

- The Ministry of Education will issue guidelines to school boards regarding the role and function of counsellors in schools. Appropriate Ministry of Health officials will have input into the development of these guidelines.

- The Ministry of Education will continue to fund school programs for students with severe behavioural, emotional and social adjustment difficulties under the Fiscal Framework.

- The Ministry of Education will direct school boards to ensure that appropriate school personnel are made available for consultation regarding the management of a student receiving services from Mental Health services.

- The Ministry of Education will continue to enable school boards to provide teachers and facilities to operate programs for children with severe emotional and behavioural difficulties.

Ministry of Social Services and Housing

- The Ministry of Social Services and Housing will expand the Rehabilitation Resources program to the middle years (age 10 and up) to serve students with severe behavioural problems. Services and Child Care/student ratios will be determined jointly by the Ministry of Social Services and Housing and the Ministry of Education in the 1990/91 budget cycle and in subsequent years.

- The Ministry of Social Services and Housing will monitor the Child Care Services provided by its contractors and will take appropriate action to correct service problems identified by the local Advisory Committee as outlined in the protocol agreement of March 1989.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

R. K. Butler
Deputy Minister of Social Services and Housing

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education, Health, Social Services and Housing, and the Solicitor General

REGARDING THE FOLLOWING SERVICES:

Psychological Services to Children and Young Persons of School Age.

I. Background

The Ministry of Education shares with school boards, through the Fiscal Framework, the costs of providing identification, assessment, and planning services, including school psychology services. This service is intended to support students in acquiring the academic and behavioural skills necessary to achieve the goals of schooling.

Identification of students who have special needs, assessment of their learning and behavioural status, and planning for adaptations in programs and services, where necessary, are the focus of school psychology services. The service level is established and supported through the Fiscal Framework, with adjustments made in consultation with the field.

The Ministry of Health employs psychologists to work with children of school age and their families who are referred to Mental Health services andwith young persons who have become involved in the justice system, as provided for under the *Young Offenders Act*.

II. Target population

Students of school age requiring assessment and treatment for learning or behavioural difficulties.

III. Services to be provided

- Identification, assessment and planning activities:
  - provide additional information for adapting the instructional program for students who exhibit serious educational problems
  - give a functional, classroom-oriented description of the conditions under which a student learns best
  - identify the essential characteristics of a suitable program for the student, and the necessary resources
  - focus on methods of intervention, changes in teaching strategies or adaptations in classroom management practices
  - involve the parents or guardians in the process to establish a consistent approach.

- Treatment services:
  - involve the student and family in an approach to dealing with mental health concerns which may be creating dysfunctionality
  - co-ordinate with medical personnel where necessary to the treatment plan
  - consult with school personnel as appropriate, and where the family consents to such consultation.

IV. Obligations of each Ministry

Ministry of Education

- In accordance with the intent of the implementation plan for the Royal Commission on Education, the Ministry of Education will expand the existing service level of one FTE per 5,000 students to one FTE per 3,000 students in the 1990-91 fiscal year. The increase is intended to meet the additional demands for identification, assessment, and planning necessary to implement curricular changes called for in the implementation plan for the Royal Commission on Education, and the demand for increased individualization in programming required by the new *School Act*.
- School boards may either employ school psychologists directly or contract for the services of a registered psychologist in private practice.
- The Ministry of Education will continue to issue guidelines to school boards for standards of practice in identification, assessment, and planning. Where the needs of the student for intervention go beyond classroom instruction and management, the Ministry will ensure that school boards assist parents in obtaining assistance through the Ministry of Health.

Ministry of Health

- The Ministry of Health will expand the Mental Health Services for children of school age and their families by one FTE for each 10,000 students of school age in the 1990-91 fiscal year, subject to budgetary approval.
- Referrals will be accepted from parents, school boards and the Ministry of Social Services and Housing, as well as from medical sources.
- The Ministry of Health shall provide services through inter-disciplinary teams in clinical and hospital settings which serve children of school age.
- Where the child's difficulties appear to be caused by factors in a school setting, the Ministry of Health, with the consent of the parents, will refer the student back to the school system to the attention of the Superintendent or designate.

Ministry of the Solicitor General

- The Solicitor General will provide psychological services and other services as currently required under the *Young Offenders Act*.

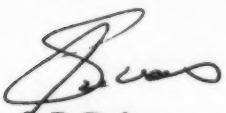
Ministry of Social Services and Housing

- The Ministry may arrange for necessary psychological assessment and treatment for children in care, either through existing governmental services or through psychologists in private practice, as appropriate.

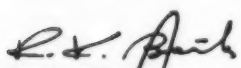
- Where the child's difficulties appear to be caused by factors in a school setting, the Ministry shall to be obliged to report the findings to the school system to the attention of the Superintendent of Schools or designate.

Approved and agreed to this tenth day of October, 1989.

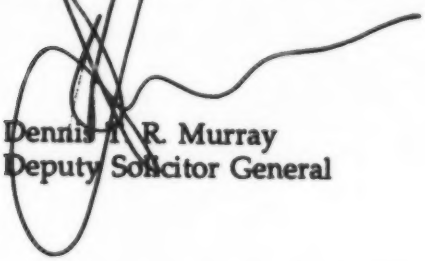
A. L. (Sandy) Peel
Deputy Minister of Education



S. P. Dubas
Deputy Minister of Health



R. K. Butler
Deputy Minister of Social Services and Housing



Dennis R. R. Murray
Deputy Solicitor General

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Health

REGARDING THE FOLLOWING SERVICES:

Physiotherapy and Occupational Therapy

I. Background

The determination of the need for physiotherapy and occupational therapy services is the responsibility of the Ministry of Health. Determination of the educational system's need for assistance is the responsibility of the Ministry of Education. Services include assessment, arranging and providing treatment if required, consultation, and monitoring.

When direct services of an occupational therapist/physiotherapist are required, either temporarily or long-term, the student's physician generally makes the referral to a community-based occupational therapist/ physiotherapist. These services would normally be carried out at times which would provide minimum disruption to the student's learning activities.

Schools require the assistance of occupational therapists and physiotherapists in school settings for those students for whom the absence of these services provides an impediment to learning. These services are primarily assessment, consultation for school staff, training of staff, monitoring and ongoing evaluation of students in classroom settings.

II. Target population

Students with physical or motor difficulties, or neurological problems which affect their physical or motor functioning.

III. Services to be provided

- Direct Services:
  - physiotherapy
  - occupational therapy

- Support Services:
  - consultation to school personnel
  - training of teachers and paraprofessionals
  - on-site demonstrations of routines in classrooms
  - on-site monitoring and evaluation of physical adjustment to classroom settings

IV. Obligations of each Ministry

Ministry of Health

- The Ministry of Health will determine the need for physiotherapy and occupational therapy in school settings in consultation with the Ministry of Education. Physiotherapists and occupational therapists will carry out direct therapy using the setting and means least disruptive to the educational program. Assessment and consultation will be provided to schools upon request.

- The Ministry of Health will provide direct occupational therapy and physiotherapy services in designated Provincial Resource Programs (estimated 8 FTEs in the province) and arrange for the provision of contracted rehabilitation services required. Contract monitoring will be the responsibility of Ministry of Health rehabilitation personnel with tracking mechanisms to be developed through agreement with the Ministry of Education.

Ministry of Education

- The Ministry of Education will include funds in the Fiscal Framework to enable school boards to contract for the services of physiotherapists and occupational therapists to provide the following educational support services:

  - provision of assessment information;
  - consultation to school staff;
  - training paraprofessionals and/or teachers to carry out routines such as positioning, seating, feeding, or motor activities for optimal maintenance of the student in a classroom setting during the school day;
  - monitoring and ongoing evaluation of students in classroom settings.

- School boards will contract to the Ministry of Health for the provision of these services to schools whenever possible. Where the Ministry of Health is unable to provide these services, the school board may contract a certified occupational therapist or physiotherapist in private practice for the provision of these services. The Ministry of Health will set standards for contracted services.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Health

REGARDING THE FOLLOWING SERVICES:

Speech and Language Therapy

I. Background

The Ministry of Education shares the costs with school boards, through the Fiscal Framework, to provide speech and language services. The guidelines indicate that this service is to support students in acquiring the communicative competence necessary to achieve the goals of schooling. This service level and mandate are identified by the Ministry as being educational in nature.

II. Target population

Students of school age who require speech and language therapy services.

III. Services to be provided

- Assessment of language difficulties which impact on the learning and adjustment of children in school
- Consultation with teachers concerning adaptations to the program of Language Arts instruction to accommodate the special needs of students with language delays or disorders
- Consultation with teachers to facilitate treatment or educational support programs implemented by the Speech and Language Therapist
- Direct speech and language therapy intervention for high-priority cases within school settings

IV. Obligations of each Ministry

Ministry of Health

- The Ministry of Health shall continue to provide, either directly or indirectly, speech and language therapy services to children of pre-school age.

Ministry of Education

- The Ministry of Education will continue to fund speech and language services at the existing level through the Fiscal Framework for children of school age in public school settings, using a formula of 1 unit for every 2500 students (current level). Service levels will be reviewed annually.

Ministries of Health and Education

- The Ministries of Health and Education will review the report of the "Expert Committee on Speech Pathology" with a view to identifying those recommendations which would be acceptable to both Ministries and to school boards in the provision of services to children and youth of school age.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and Social Services and Housing

REGARDING THE FOLLOWING SERVICES:

Family and Child Services to Support Children in Schools

I. Background

The establishment of government services to children and young persons is based on the premise that children have a right to basic physical and emotional support and to an environment, free from abuse and neglect, which nurtures their growth and development.

The Ministry of Social Services and Housing has a mandate to provide child protection services that ensure the safety and well-being of children and support services which maintain and restore the integrity of the family wherever possible.

Protection services are provided by Ministry social workers who have been delegated authority under the *Family and Child Service Act* to investigate reports that a child is in need of protection as defined in the *Act*. The Ministry must make a determination as to whether intervention is required in the form of support to the family or by removal of the child from the setting.

The *Inter-Ministerial Handbook on Child Abuse Prevention* contains a detailed description of the mandate and responsibility of the social worker and the protocol for reporting and investigation of suspected abuse or neglect. Therefore, this protocol agreement will not repeat those.

Child protection services are mainly external to the school environment; however, the impact on families and children may affect the child's functioning in the school setting, or transfer custody or guardianship responsibility for the child, necessitating notification to the school.

Teachers need to consult with social workers about children whose adjustment to school and learning indicate that the child may be at risk at home. Teachers also need information to assist in the school management of a child in crisis who is involved in protection or related services. Social workers consult with teachers regarding children who may be at risk, provide information regarding community services and, as the guardian's delegate or with the consent of a parent, provide information necessary to the educational planning for the child.

Support services to students and their families are provided through the Rehabilitation Resources program and the Family Advancement program. The Ministry provides these services by contract with the school district or other community agency. Protocols for the Rehabilitation Resources program have already been completed.

The Ministry of Social Services and Housing will ensure that information regarding access to the Family Advancement program is provided by the Regional Director of Social Services and Housing to Superintendents of Schools in the region.

II. Target population

Support services are targeted to children or young persons who appear to be experiencing difficulty at school for social or emotional reasons or who have dropped out of school and require support to re-integrate into the school setting.

III. Services to be provided

- Investigation of reports by schools if a teacher suspects that conditions in the home are such that the child may be in need of protection
- Provision of assistance to Superintendents of Schools as needed to investigate reports of failure to provide an educational program for a child of school age when the situation is one of neglect
- Consultation with school personnel where a teacher believes a child may be at risk or require support
- Consultation regarding educational planning for any child in the care of the Superintendent of Family and Child Services
- Counselling and referral services to children and families referred by school personnel to Family Advancement programs
- Advance planning for schooling when a special needs child is taken into care.

IV. Obligations of each Ministry

Ministry of Education

- The Ministry of Education will ensure that Superintendents of Schools provide a timely response to a report of failure to provide a child with an educational program. The Superintendent shall contact the Ministry of Social Services and Housing for assistance where he or she is of the opinion that the situation is one of child neglect and, and will conduct the investigation in a timely manner.
- The Ministry of Education will issue directives to school boards regarding their obligations and procedures to follow in the report to the Ministry of Social Services and Housing regarding children believed to be in need of protection.
- The Ministry of Education will direct that, when school boards receive information regarding the placement of students with special needs in their community, a mechanism be put in place to ensure that planning for educational programs and services begins promptly.
- The Ministry of Education will provide information to the Ministry of Social Services and Housing for joint planning and budgeting purposes.
- The Ministry of Education will issue directives to school boards regarding:
  - seeking consultation with the Ministry of Social Services and Housing regarding children at risk
  - assistance with the dissemination of information concerning Ministry of Social Services and Housing support services available in the school district
  - participation of and appointment of representatives to Inter-Ministry Children's Committees.

Ministry of Social Services and Housing

- The Ministry of Social Services and Housing will investigate and provide protection services in a timely manner. The Ministry will take necessary action as dictated by the investigation.

- The Ministry of Social Services and Housing will ensure that appropriate school personnel are included in inter-ministry committees at the local and regional level.

- When a child of school age is reported as not receiving an educational program, the Ministry of Social Services and Housing will assist the Superintendent of Schools in the conduct of the investigation where he or she is of the opinion that the situation is one of child neglect.

- When the Superintendent of Family and Child Services assumes custody or becomes the guardian of a child attending school, the principal of the school will be notified not later than the next school day.

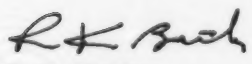
- Where a child in care who is a special needs student is being relocated or a special needs child is taken into care, the Ministry will ensure that social workers notify appropriate school personnel. Where placement is in a different school district, the social worker responsible for the case shall make advance contact at the earliest possible date with the school district where the child will become resident and consult with appropriate school personnel regarding the resources required to support the educational plan of a child in care with special needs.

- Where a child in care who is a special needs student is being relocated from one school district to another, any resources attached specifically to that student by the Ministry of Social Services and Housing will be identified and provided for the student in the new location.

- Where the Ministry of Social Services and Housing is planning for placement of a child of school age in a group home or multiple-care home which houses students with special needs, the manager responsible shall make advance contact with the appropriate administrative officer in the school district in which the facility is to be located and shall provide information necessary to planning for the educational programs of the students who will be housed there.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education



R. K. Butler
Deputy Minister of Social Services and Housing

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education, Health, and Social Services and Housing

REGARDING THE FOLLOWING SERVICES:

Provision of Specialized Equipment For Use at Home by Children of School Age.

I. Background

As technological advances are made and as children with more complex handicaps enter the school system, there has been a growth in the need for specialized equipment and adaptive devices to enable the child to function at home and in school. There is a need to develop a coordinated approach to the funding, provision, and maintenance of equipment for use by children in and outside the school setting.

II. Target population

Children of school age who require specialized equipment and adaptive devices in order to function.

III. Services to be provided

- Equipment for Visually Impaired Students:

  Equipment for educational purposes is loaned to school districts through the Provincial Resource Centre for the Visually Impaired for use by identified visually impaired students. Generally, this equipment is not portable. Access to equipment for at-home use is therefore an issue.

  In regard to service levels, the current arrangement for school use should continue as the responsibility of the Ministry of Education. Provision for equipment required for uses other than school is the responsibility of parents who may be assisted by other Ministries.

- SET-B.C.

  The Ministry of Education has introduced, in the Special Education Technology Project (SET-B.C.), a province-wide delivery system to assist districts in utilizing educational technology for low incidence handicapped children of school age. The project is located, in part, in two rehabilitation centres, Sunnyhill Hospital and G.F. Strong. In these centres, the educational component, which includes but is not restricted to teachers, is paid for by the Ministry of Education. The nature of the handicapping conditions addressed by SET-B.C. requires that the expertise of health personnel be available to contribute to assessment, technical adaptations, consultation and training aspects of the project. Provision of space, equipment and health staff in the two centres should be funded by the Ministry of Health.

Provision of loan equipment for educational purposes, following assessment, is a key feature of the SET-B.C. project. This is the responsibility of the Ministry of Education. Provision of devices beyond school use is the responsibility of the institution requiring them for a program, or the parents, who may be assisted by other ministries.

- Mobility and Positioning Devices

  School boards are responsible for providing mobility and positioning devices for students with physical disabilities who attend school. The devices are limited to those which are essential in enabling the students to achieve their educational objectives and are for school use only. Devices include standing frames, bolsters, abductors, walkers, prone lyers, wedges, and mats.

  Ministry of Education funds are intended to assist school boards in the provision of such equipment. Devices should be purchased or rented only subsequent to consultation with appropriate rehabilitation personnel. School boards are responsible for the maintenance and repair of this equipment. Where it is child-specific, boards are responsible for the transfer of equipment from one district to another.

IV. Obligations of each Ministry

- The Ministries agree to establish a joint committee to study the issue of equipment provision to children of school age and to report back with recommendations to the Deputies by April of 1990.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

R. K. Butler
Deputy Minister of Social Services and Housing

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education and the Solicitor General

REGARDING THE FOLLOWING SERVICES:

Policing in School and on School Property

I. Background

A number of issues have arisen over the past months relative to police involvement and police investigations of possible violations of the law by students in schools. These include drug and alcohol possession and trafficking, the presence of youth gangs where there is intimidation of other students, and other situations where school personnel believe there is some potential risk to others because of possession of weapons or for other reasons.

A co-ordinated strategy is needed to deal with the issues.

II. Target population

Students in school who may be in violation of the law. Some of these students may have prior or concurrent involvement with the Ministry of Social Services and Housing or the Mental Health system.

III. Services to be provided

To be identified.

IV. Obligations of each Ministry

- There is a need for an inter-ministerial approach to dealing with the issues. The Ministries agree that they will strike an Inter-Ministerial Task Force to be charged with the responsibility of bringing forward recommendations which are acceptable to each of the Ministries and from which a formal protocol may be drafted.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

Dennis T. R. Murray
Deputy Solicitor General

PROTOCOL AGREEMENT

BETWEEN THE MINISTRIES OF:

Education, Health, Social Services and Housing, and the Solicitor General

REGARDING THE FOLLOWING SERVICES:

Tracking the Impact of Protocol Agreements

I. Background

The Ministries have together identified twelve major areas of support service to schools where protocol agreements are needed and another two areas in which further information is required prior to the development of protocols.

II. Target population

Students of school age.

III. Services to be provided

As agreed in protocols.

IV. Obligations of each Ministry

- The Ministries agree to develop tracking mechanisms to enable each to measure the impact of the protocol agreements contained in this package. Impact will be assessed at the field level in terms of service provision, ability of the support services provided to meet the needs of schools, and objective information regarding impact on clients.

- The Ministries further agree that they will meet together at least twice during the first year of implementation of the protocols to assess field impact and to share the results of their monitoring activities.

- At least one of these reviews shall occur in the late spring of the year to allow for adjustments in the budget cycle based on the results of the tracking activities.

- The Ministries will present yearly budgets to support the protocols as cross-Ministry issues. Budget review will be based on the results of the intensive evaluation-review process.

- Yearly budget amounts will be reconsidered by Treasury Board based on the results of the evaluation-review process and updated financial projection information.

Approved and agreed to this tenth day of October, 1989.

A. L. (Sandy) Peel
Deputy Minister of Education

S. P. Dubas
Deputy Minister of Health

R. K. Butler
Deputy Minister of Social Services and Housing

Dennis J. R. Murray
Deputy Solicitor General

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